



Remote Education Provision

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or classes) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Day 1	Child is absent for testing/ family testing/national lockdown
Day 2	There is some form of work added for the child for the next day, ready for the start of the school day.
Day 3	The full remote offer is available.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects, especially if it is specific equipment requirements.

Year Reception	
Physical Development	At home, children links are provided for Joe Wicks, Cosmic Kids and https://www.getset4pe.co.uk/ -Active families
Art	The art is linked to the Reception theme but open-ended options are provided of how to complete depending on resources/equipment at home

Year 1	
PE	At home, children have been sent links for Joe Wickes and https://www.getset4pe.co.uk/ -Active families
Art/DT/Music	These subjects are adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home.
PSHE	This is adapted if the learning objective is of a sensitive nature and requires professional input.

Year 2	
PE	At home, children have been sent links for https://www.getset4pe.co.uk/ -Active families
Computing	These subjects are adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home. For example, we provided Unplugged activities and Project Evolve rather than physical computing units that require specialist equipment.
Geography	Adapted to match learning in class, for example, weblinks to an Atlas and a key question to discuss with parents.
History	Adapted to match learning in class, for example, weblinks and a key question to discuss with parents rather than a sharing board.

Science/RE/Art/Music	These subjects are adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home.
PSHE	Powerpoints shared as a PDF for home.

Year 3

PE	At home, children have been sent links for https://www.getset4pe.co.uk/ -Active families
DT/Art/Science	These subjects are adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home.

Year 4

English	Model of writing provided rather than shared/modelled writing in the lesson.
Computing	These subjects are adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home. For example, we provided Unplugged activities and Project Evolve rather than physical computing units that require specialist equipment.
DT/ART	These subjects are adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home.
PE	At home, children have been sent links for https://www.getset4pe.co.uk/ -Active families
Geography	Adapted as isolating families would be unable to complete field studies on Rivers. Adaptations include similar theory online or via powerpoint.
Music	Those children with ukuleles could be provided with chord diagrams and music to follow whilst others have songs to practice singing intervals.

Year 5

PE	At home, children have been sent links for https://www.getset4pe.co.uk/ -Active families
Art	Art is adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home.
PSHE	Providing additional resources for self-reflection and mental well-being at home.

Year 6

PE	At home, children have been sent links for https://www.getset4pe.co.uk/ -Active families
Art	Art is adapted if specialised equipment is needed, or a particular resource is needed that children will be unlikely to have at home.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Department for Education (DFE) has set minimum provision expectations. Key Stage 1: 3 hours a day Key Stage 2: 4 hours a day
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Accessing remote education

How will my child access any online remote education you are providing?

We are using Microsoft Teams as our digital platform. This is accessed via Office365.com and with the passwords and usernames supplied by school. This is used for delivery and feedback. We are also using a year group email for parents to correspond with the teachers.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

School has received a total of 15 devices to support with remote learning from other organisations. This includes: - 1 second hand device from Telford and Wrekin Local Authority - 1 new device from the DFE.

If we revert to a full lockdown we will loan out devices from our school stock.

(In the last lockdown we loaned out 63 devices from our school stock.)

Laptops and Internet Access: We still have laptops available to loan from school and mobile internet sticks for those who do not have internet connections at home. If you are struggling with data connections, please let school know so we can do our best to assist. (01952 387980 or email stpetersbratton@taw.org.uk)

Parents will be required to sign a 'Home Use Agreement' which sets out the terms and conditions for loaning a device. The devices will be collected in a socially distanced way from the school office.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Full lockdown

Each week the teacher will provide a weekly plan on TEAMS (on the posts section) and will set daily work. Each day there will be an assignment set- this should be the first task approached by pupils each day. This should be 'handed in' each day and their teacher will feedback on this assignment. Each assignment will be set on day 1 and the deadline to be completed will be day 2 at midnight-

this allows for parent scheduling. Teachers will supplement this and refine it, according to work submitted by pupils. Wherever possible the children will receive the same curriculum as the children in school. Any adaptations can be seen above. Parents can communicate with their child's teachers via the year group email or via direct chat on TEAMS.

We are also using pre-recorded videos a few times a week with their class teacher on it, so that children see their teacher. We feel this is important, so they maintain their attachment with their teacher. We will continue to develop, refine and evolve our remote learning offer as we all master working in this way.

Individual children with Covid

If children are poorly with covid we do not expect them to complete the work set. However, with the nature of covid some children are asymptomatic and appear to have no symptoms. We will continue with remote learning for those children. The teachers will adapt the plan dependent on the child. Some teachers will put up a weekly timetable and some teachers will put the work on daily.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Each day there will be an assignment set- this should be the first task approached by pupils each day. This should be 'handed in' each day and their teacher will feedback on this assignment. Each assignment will be set on day 1 and the deadline to be completed will be day 2 at midnight- this allows for parent scheduling.

The Department for Education has introduced 'minimum provision' expectations for schools to provide to parents.

Department for Education (DFE) has set **minimum provision** expectations.

Key Stage 1: 3 hours a day

Key Stage 2: 4 hours a day

However, although school has set this provision for parents, we also recognise how difficult it is to home school, complete your own work, manage when the Wi-Fi is not working, manage other siblings or other relatives, manage illness, manage well-being in the home, manage cooking food and the expectation of daily exercise. As a school we would request that parents communicate via email or direct chat on teams and let us know if you are struggling.

As a parent, where do I start?

School is providing a broad curriculum, but we appreciate it can be overwhelming.

Prioritise

Please do the assignment first and hand it in.

We recommend you establish a routine with your child/ren each day.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Each day the teacher will check for engagement. If we do not see work is being handed in or parents have not contacted us regarding an issue, then the class teacher will try to contact you through direct chat, email or telephone. If non- engagement continues it will be escalated to the senior leadership team – who will try to contact the parents and help resolve any issues.

If the child has covid we do not expect remote learning to be completed.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Pupils will receive feedback via teams on the assignment set. Your child may also receive feedback via direct chat or email from the class teacher.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Work is differentiated to meet the needs of pupils by the class teacher. Each child will be supported by the SENDCo as required, for example, paper copies are provided for those who require paper-based materials.

For pupils in Year 1 and Reception, the tasks provided meet the needs of the children on remote learning.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The approach remains the same.